

PROCESS ELEMENT 6: CSHP COALITION ESTABLISHMENT

Planning and program activities were organized, activated, and coordinated with a coalition and other organizations committed to improving the health of children and adolescents.

Developing a CSHP* infrastructure and implementing a CSHP require broad-based support. EA/HA CSHP infrastructure staff are encouraged to identify agencies and organizations that can contribute guidance or resources for planning, implementing, maintaining, or evaluating CSHPs. CSHP infrastructure staff also are encouraged to establish a permanent coalition or other structure by which these agencies and organizations can plan and work together to (1) initiate specific actions to help schools implement CSHPs, (2) identify personnel and other resources (federal, state, and local) available to strengthen each component of such programs, (3) establish means to facilitate coordination and communication among people responsible for specific components of such programs, (4) establish measurable indicators of progress in implementing such programs, and (5) develop means for monitoring the indicators.

A coalition, by definition, is a confederation of organizations with similar goals that agree to work together toward a common goal. People who serve on coalitions,

whether professional or volunteer, have obligations to the organization they represent as well as to the coalition. The time and effort these people can devote to the coalition or organization may be limited. Dedicated staff and resources may be required for a CSHP coalition to function effectively and have the desired level of influence with school and government decision makers. Therefore, in establishing a permanent coalition, EA/HA CSHP infrastructure staff should give preference to exploring the feasibility of expanding an existing organization's role before initiating efforts to create an entirely new organization.

Thirteen progress indicators are identified under Process Element 6. However, all will not apply. There are four possible scenarios:

- If an existing organization that might form the basis for a coalition is identified (Progress Indicator 1), its mission and activities are found to be compatible with CSHP goals (Progress Indicator 2), and the organization is judged capable

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

of supporting a coalition (Progress Indicator 3), Progress Indicators 4 and 8–13 then will apply.

- If the existing organization (Progress Indicator 1) has a mission or activities that are incompatible with CSHP goals (Progress Indicator 2), Progress Indicators 5–13 will then apply.
- If the existing organization (Progress Indicator 1) has a compatible mission and activities (Progress Indicator 2) but inadequate resources to support a coalition (Progress Indicator 3), Progress Indicators 5–13 will then apply.

- Finally, if no existing organization is identified (Progress Indicator 1), Progress Indicators 5–13 will then apply.

In this section, respondents rate their level of success in completing each of the progress indicators. For process indicators that are not complete, respondents identify barriers to overcome. Respondents then address actions to ensure that each progress indicator is ultimately achieved.

PROGRESS INDICATORS*

Process Element 6: Planning and program activities were organized, activated, and coordinated with a coalition and other organizations committed to improving the health of children and adolescents.

1. CSHP staff determined whether there was an existing coalition or other organization to promote collaboration on CSHP.

To determine the existence of a coalition or other organization that promotes collaboration on CSHP issues, inquiries were made within the HA, the EA, other government agencies, and other types of organizations such as affiliates of professional organizations (e.g., the American Alliance for Health, Physical Education, Recreation, and Dance, the American School Health Association), voluntary health agencies (e.g., the American Cancer Society, the American Lung Association, the American Heart Association, the American Red Cross).

If an organization with the potential to function as a CSHP coalition was identified, go to Progress Indicator 2. If not, go directly to Progress Indicator 5, then continue with Progress Indicators 6–13.

2. The organization's mission and activities were reviewed to ensure compatibility with CSHP goals.

CSHP staff reviewed the mission, organizational structure, membership, and previous activities of the organization to establish their compatibility with the goal of developing a CSHP. CSHP directors also determined the eligibility of additional organizations or people interested in developing a CSHP for organization membership.

If the organization's mission and activities were compatible, go to Progress Indicator 3. If not, go directly to Progress Indicator 5, then continue with Progress Indicators 6–13.

3. Amounts and sources of organizational resources were determined.

CSHP directors studied the organization to determine its financial resources (assets on hand) and funding sources (e.g., individual and organizational memberships, grants,

* The extent to which each progress indicator applies in each EA and HA may vary.

bequests), staffing (e.g., a volunteer board and committees with or without a paid executive director), and facilities (office space and equipment). Determinations were made about the adequacy of existing resources and the need for additional resources to enable the organization to assume functions of a CSHP coalition.

If the organization could support a coalition, continue with Progress Indicator 4, then go to Progress Indicators 8–13. If not, go directly to Progress Indicator 5, then continue with Progress Indicators 6–13.

4. Authorization to collaborate with the organization was acquired.

High-level EA and HA officials and CSHP directors reviewed information about the organization with the EA/HA CSHP infrastructure staff and officials, and a formal decision was made to work toward establishing a CSHP coalition in collaboration with the identified organization. The EA and HA staff took actions to provide additional resources for the organization (if needed) or help organization officials access additional funding sources. Action also was taken to allow EA/HA CSHP directors and their staff to function as members of the coalition, as support staff to facilitate the coalition's work, or in another capacity. Organization members made any needed modifications to the organization's mission and structure and formally agreed to function as the CSHP coalition.

5. Approval was acquired for initiating a CSHP coalition.

The benefits of developing a CSHP coalition and the level of effort needed to do so were reviewed with the CSHP infrastructure staff and with higher-level administrators, and a decision was made to work toward the goal of initiating a CSHP coalition. Higher-level EA and HA officials and CSHP directors established the nature of the relationship between the coalition and the EA/HA CSHP staff; that is, whether CSHP staff would function as members of the coalition, as support staff, or in another capacity. Higher-level EA and HA officials approved financial and staff resources for initiating the coalition.

6. The EA/HA CSHP infrastructure staff identified appropriate organizations to include in an initial core coalition and invited them to participate in an organizational meeting.

CSHP infrastructure staff identified organizations from the education, medical, governmental, and volunteer sectors that have a clear commitment to enhancing the health and well-being of children and adolescents. From this list, CSHP staff identified a core group of organizations and invited them to participate in an informational meeting to discuss the purpose and goal of a CSHP coalition. Multiple organizations agreed to form a coalition.

7. An organizational and governance structure was established.

Coalition members held follow-up meetings to establish organization and governance of the coalition. Members developed a constitution and bylaws to specify the purpose and mission of the coalition, its organizational structure (including officers and committees), and its processes (e.g., qualifications for membership, voting rights, eligibility to hold office). Staffing, facilities, and resources were secured either through contributions (monetary or in kind) from member organizations or through the EA/HA CSHP office.

8. The extent to which member organizations and their representatives were familiar with CSHP was determined.

CSHP directors used key informant interviews, focus groups, surveys, or other methods to gather information from representatives of member organizations. The information was used to determine representatives' general knowledge of CSHP, the specifics of implementing a CSHP, the role of the coalition, the role of the EA/HA CSHP infrastructure staff, and other pertinent information. The information was also used to determine the nature and extent of training required to increase representatives' knowledge about CSHP to the level required for the organization to function effectively.

9. Information and training about CSHP were provided.

A training plan with identified programs and materials was established to inform members about CSHP. Training programs took the form of workshops and retreats or short segments (15–30 minutes) of regular business meetings. Materials were developed for use in conjunction with formal training and for members to review individually.

10. Coalition member organizations were included in the needs assessment as appropriate.

Planning a needs assessment for CSHP infrastructure development involved coalition member organizations, their representatives, or both. They helped draft and select questions and also identified and provided access to data sources. Needs assessment data were collected from the coalition, from coalition member organizations, or from their representatives, as appropriate.

11. Findings and recommendations from the needs assessment were made available to coalition member organizations.

CSHP directors circulated the draft needs assessment report to the coalition for review and comment. The CSHP directors

formally presented an overview of the final needs assessment report at a coalition meeting, and follow-up workshops were held for further study of the report. Coalition member organizations were encouraged to incorporate the data, findings, conclusions, and recommendations of the report into their planning efforts, where applicable.

12. Coalition member organizations were included in developing and implementing a long-range CSHP plan.

The CSHP coalition served as a partner with EA/HA CSHP infrastructure staff and others in developing the long-range plan

(Process Element 10). Planning input was actively sought and accepted from the coalition. The coalition was expected to participate in developing the CSHP infrastructure and was specifically included in the long-range plan.

13. Additional organizations were recruited to broaden the coalition.

The coalition conducted a formal communication and outreach program to inform the public and potential members of its mission and work. The coalition developed a formal recruitment program to increase and broaden its membership.

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 6: Planning and program activities were organized, activated, and coordinated with a coalition and other organizations committed to improving the health of children and adolescents.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

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PROCESS INDEX*

ELEMENT 6: CSHP COALITION ESTABLISHMENT	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. CSHP staff determined whether there was an existing coalition or other organization to promote collaboration on CSHP.	___	___	___	___
2. The organization's mission and activities were reviewed to ensure compatibility with CSHP goals.	___	___	___	___
3. Amounts and sources of organizational resources were determined.	___	___	___	___
4. Authorization to collaborate with the organization was acquired.	___	___	___	___
5. Approval was acquired for initiating a CSHP coalition.	___	___	___	___
6. The EA/HA CSHP infrastructure staff identified appropriate organizations to include in an initial core coalition and invited them to participate in an organizational meeting.	___	___	___	___
7. An organizational and governance structure was established.	___	___	___	___
8. The extent to which member organizations and their representatives were familiar with CSHP was determined.	___	___	___	___
9. Information and training about the CSHP were provided.	___	___	___	___
10. Coalition member organizations were included in the needs assessment as appropriate.	___	___	___	___
11. Findings and recommendations from the needs assessment were made available to coalition member organizations.	___	___	___	___
12. Coalition member organizations were included in developing and implementing a long-range CSHP plan.	___	___	___	___
13. Additional organizations were recruited to broaden the coalition.	___	___	___	___
TOTAL SCORE	___	___	___	___

* The process index is completed at the end of each six-month assessment period.

STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor k) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Amount of previous effort devoted to coalition building
- b. Level of acceptance of the coalition concept
- c. Level of agency commitment and support
- d. Agency history with coalitions
- e. Stability of leadership in stakeholder organizations
- f. Amount of turf consciousness
- g. Level of awareness of the CSHP within stakeholder organizations
- h. Agency position on staff utilization
- i. History of agency relationship with stakeholder organizations
- j. Level of effort required
- k. Availability of staff time

Additional factors:

- l. _____
- m. _____
- n. _____
- o. _____

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 6? List them below and briefly explain why each factor was a barrier.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 87.*

STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.



PROCESS ELEMENT 7: MARKETING AND COMMUNICATION

Program marketing, communication, and promotion strategies were developed and applied.

To realize the CSHP* infrastructure, strong, long-term support must be solidified among individuals and organizations concerned with child and adolescent health, among decision makers in education and public health, and among those who establish public policy. These groups and individuals need information about the CSHP, but even more, they need to be persuaded that the CSHP is consistent with their primary goals and with the benefits they want for children and adolescents. In addition, these groups and individuals need to be persuaded that potential social, political, and organizational barriers to developing CSHP infrastructure can be surmounted. Therefore, implementation of CSHP infrastructure must include program marketing, communication, and promotion.

One or both of two marketing and communication campaigns can be conducted. The first is an internal campaign; that is, a campaign conducted within the EA, the HA, or both agencies. Internal campaigns are directed at decision makers in education, public health, or both. The other is an

external campaign intended to generate support for the CSHP among public policymakers. Needs assessments results should be used, in part, to decide whether to conduct an internal campaign, an external campaign, or both.

Eleven progress indicators are identified for Process Element 7. These progress indicators describe the broad steps taken to plan, develop, and execute a marketing and communication campaign. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address strategies for overcoming identified barriers so that each progress indicator is ultimately achieved.

NOTE: Because of its importance, this process element is presented separately even though it may be included as an objective in the long-range plan described under Process Element 10.

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PROGRESS INDICATORS*

Process Element 7: Program marketing, communication, and promotion strategies were developed and applied.

- 1. A communication working group was established; the group determined the need for marketing and communication activities to develop CSHP infrastructure.**
- 2. The goal and objectives of a marketing and communication campaign were determined.**

A working group composed of EA/HA CSHP infrastructure staff and communication and public relations specialists (and, possibly, representatives of stakeholder groups with expertise in marketing and communication) was established. The group analyzed the status of education, child and adolescent health, and school system issues (e.g., funding sources and availability, state versus local control), as well as the availability and accessibility of CSHP services (based on the results and conclusions of the needs assessment). The group also identified the benefits of and the potential barriers to developing CSHP infrastructure and determined the need for marketing and communication activities.

Based on the determined need for a marketing and communication campaign, the working group drafted a goal and objectives for such a campaign; that is, the group decided what the target audience for the campaign should know and what actions it wanted the target audience to take in support of developing CSHP infrastructure. The group also determined whether the campaign would be conducted within the EA and HA (internal), outside the EA and HA (external), or both.

- 3. The need for an internal or external marketing and communication consultant was considered.**

By analyzing the expertise of its members and their ability to devote time to marketing and communication activities, the working group determined the need for an internal or external consultant to provide technical assistance, analyze target audiences, and implement marketing and

** The extent to which each progress indicator applies in each EA and HA may vary.*

communication strategies. If the need for a consultant was identified, the working group hired or secured the pro bono services of a consultant.

4. Potential primary and secondary target audiences for an internal marketing and communication campaign, an external campaign, or both were identified.

Internal campaign. To identify a potential primary target audience, the communication consultant, communication working group, or both analyzed the formal and informal organizational structure of the EA and HA and the ability of key decision makers to take or approve actions to support the development of CSHP infrastructure.

External campaign. To identify a potential primary target audience, the communication consultant, communication working group, or both identified external groups and individuals with the ability to influence decisions about developing CSHP infrastructure.

5. Interviews were conducted with members of the potential primary and secondary audiences.

The communication consultant, EA/HA CSHP infrastructure staff, or both used an informal questionnaire to gather information about what it would take for the potential primary audience to support the CSHP infrastructure message and program. The questionnaire assessed respondents' priorities, needs, time constraints, pet ideas, aspirations, and goals for children.

6. The primary and secondary audiences were selected.

Based on the interview process, the communication consultant, communication working group, or both identified the groups and individuals whose support for developing CSHP infrastructure was critical; they became the primary audience. The groups and individuals who could strongly influence members of the primary audience were also identified; they became the secondary audience.

7. Focus groups were conducted, as needed, to gather information from a broader cross-section of the primary and secondary audiences.

To gather broader input about attitudes toward CSHP, barriers to developing CSHP infrastructure, and effective communication themes, the communication consultant, communication working group, or both conducted one or more focus groups with members of the primary and secondary audiences.

8. A cost-benefit analysis from the perspective of the primary audience was conducted.

The communication consultant, communication working group, or both used the information from the interviews and focus groups to determine the costs (social, economic, political, professional, organizational) that members of the primary audience would have to pay to support development of CSHP infrastructure and whether the benefits were sufficiently greater than the costs to attract the audience's support.

9. A communication message that would attract the support of the primary and secondary audiences was prepared.

The communication consultant, communication working group, or both determined whether the marketing and communication campaign should initially target the primary audience, the secondary audience, or both and prepared a communication message to convince the target audience to support CSHP infrastructure development. The message stressed how the benefits of developing CSHP infrastructure outweigh the costs and barriers.

10. The communication program was planned, approved, initiated, and maintained.

Based on the communication message selected, the communication consultant,

communication working group, or both prepared a campaign plan including objectives, tasks, products, responsibilities, and a time line. Appropriate persons in the EA/HA approved the plan, which was implemented within the specified time frame.

11. The communication plan was monitored and adjustments were made as needed.

The communication consultant, communication working group, or both monitored the plan to determine whether the objectives were being met. Findings from the monitoring process were used to identify shortcomings to the plan and make mid-course adjustments.



STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 7: Program marketing, communication, and promotion strategies were developed and applied.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

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SAMPLE TIME LINE FOR CSHP INFRASTRUCTURE DEVELOPMENT

ELEMENT 7: MARKETING AND COMMUNICATION	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. A communication working group was established; the group determined the need for marketing and communication activities to develop CSHP infrastructure.	—	—	—	—
2. The goal and objectives of a marketing and communication campaign were determined.	—	—	—	—
3. The need for an internal or external marketing and communication consultant was considered.	—	—	—	—
4. Potential primary and secondary target audiences for an internal marketing and communication campaign, an external campaign, or both were identified.	—	—	—	—
5. Interviews were conducted with members of the potential primary and secondary audiences.	—	—	—	—
6. The primary and secondary audiences were selected.	—	—	—	—
7. Focus groups were conducted, as needed, to gather information from a broader cross-section of the primary and secondary audiences.	—	—	—	—
8. A cost-benefit analysis from the perspective of the primary audience was conducted.	—	—	—	—
9. A communication message that would attract the support of the primary and secondary audiences was prepared.	—	—	—	—
10. The communication program was planned, approved, initiated, and maintained.	—	—	—	—
11. The communication plan was monitored and adjustments were made as needed.	—	—	—	—
TOTAL SCORE	—	—	—	—

* The process index is completed at the end of each six-month assessment period.

COORDINATED SCHOOL HEALTH PROGRAM

[illegible]

STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor g) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Availability of staff with expertise
- b. Extent of project staff training and experience
- c. Level of available funding
- d. Agency regulations regarding use of contractors
- e. Accessibility to target audience representatives
- f. Accessibility of production expertise
- g. Availability of staff time
- h. Level of stakeholder enthusiasm
- i. Political environment
- j. Status of previous marketing efforts
- k. Level of effort required

Additional factors:

- l. _____
- m. _____
- n. _____
- o. _____

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 7? List them below and briefly explain why each factor was a barrier.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 99.*



STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

PROCESS ELEMENT 8: LEGISLATION AND REGULATION

Legislation, regulations, policies, and procedures to enhance CSHP* initiatives were prepared and adopted.**

Legislation, regulations, policies, and procedures relate primarily to the first CSHP infrastructure support—funding and authorization. However, they also have implications for the other three supports. A thorough review of existing legislation, regulations, policies, and procedures should be completed before proceeding with this element to first determine whether current language is sufficient for developing and sustaining a CSHP infrastructure. This review should have been accomplished through completion of Process Element 4 (needs assessment).

If current language is sufficient, then no changes are required. If not, then specific actions must be taken to change existing language; to develop new legislation, regulations, policies, and procedures; or both. These actions ensure that the language supports and facilitates CSHP infrastructure development, maintenance, and continuous improvement. For example, legislation with attached funding is often

categorical and its use is restricted. Therefore, waivers may need to be secured or laws changed to distribute categorical resources through a comprehensive program.

The amount of effort required to initiate change in legislation, regulations, policies, and procedures may vary depending on whether changes affect funding, use of funds, or multiple constituencies, and whether organized opposition arises. In general, changing legislation requires the most time and effort; changing procedures requires the least time and effort.

Nine progress indicators are identified for Process Element 8. These progress indicators describe the broad steps taken to initiate or change existing legislation, regulations, policies, and procedures. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers

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***Recipients of federal funds are prohibited from using appropriated funds for lobbying Congress or any federal agency or indirect “grassroots” lobbying efforts designed to support or defeat legislation pending before state legislatures.*

to overcome. Respondents then address actions to ensure that each progress indicator is ultimately achieved.

NOTE: Because of its importance, this process element is presented separately even though it could be included as an objective in the long-range plan described in Process Element 10.

PROGRESS INDICATORS*



Process Element 8: Legislation, regulations, policies, and procedures to enhance CSHP initiatives were prepared and adopted.

1. A combined EA/HA working group was established.

A working group composed of EA/HA CSHP infrastructure staff, EA and HA specialists in legislative affairs and policy issues, and representatives from the CSHP coalition was established.

2. Needs assessment findings, conclusions, and recommendations related to legislation, regulations, policies, and procedures were reviewed for all four infrastructure supports, and priorities for change were established.

The working group reviewed needs assessment results, conclusions, and recommendations related to legislation, regulations, policies, and procedures to establish the need for change related to any or all of the four infrastructure supports. The working group determined the most appropriate means for seeking change (e.g., change in regulation versus change in legislation) for each issue involved, including determining appropriateness based on lobbying restrictions associated with the use of federal funds. The group also set priorities

based on the level of importance and the level of effort needed to accomplish required changes.

3. Formal and informal procedures for influencing legislation, regulations, policies, and procedures were identified and documented.

The working group made formal or informal contact with authoritative sources within government to determine how to initiate changes in legislation. The same action was taken for regulations, policies, and procedures within all appropriate agencies. The working group, the EA/HA CSHP infrastructure staff, or both compiled procedures for initiating change and used them to guide future efforts.

4. Key stakeholders within and external to the government that could be affected by changes in legislation, regulations, policies, and procedures were identified and brought into the change process.

The working group identified agencies, groups, and constituencies that could be

** The extent to which each progress indicator applies in each EA and HA may vary.*

affected by changes in legislation, regulation, policies, and procedures. The group also identified specific ways in which these various groups might be affected. To avoid misunderstandings, the working group contacted representatives from the agencies, groups, and constituencies to apprise them of the potential impact of changes and ask them to join in efforts to effect change, as appropriate.

5. A cohesive action plan with short- and long-term objectives was prepared for the EA/HA working group, other internal stakeholders, and external stakeholders.

The working group developed an action plan for modifying legislation, regulations, policies, and procedures based on established priorities. The plan included short- and long-term objectives, tasks, responsibilities, and a time line. The working group gave consideration to the appropriate roles of government employees within the plan.

6. The action plan was coordinated with the communication and marketing campaign, as needed.

Higher-level agency leaders, EA/HA CSHP infrastructure staff, the working group, and the CSHP coalition determined the level of effort needed to convince policymakers and decision makers to complete desired changes in legislation, regulation, policies, and procedures. As dictated by the level of effort, a communication and marketing campaign was initiated to influence primary audiences that could authorize needed changes.

7. The action plan was reviewed, approved, and implemented.

Higher-level officials in the EA, the HA, and, as appropriate, other agencies reviewed and approved the action plan. The working group implemented the plan.

8. A monitoring system was established to track the status of proposed new or revised legislation, regulations, policies, and procedures.

The working group established a monitoring system to track movement in generating needed changes in legislation, regulations, policies, and procedures. The working group tracked the movement of proposed changes through the legislative process or bureaucracy channels and provided information and support as needed to assist progress.

9. Periodic status reports were prepared and circulated.

The working group prepared periodic status reports. The group circulated the reports among stakeholders and other interested parties so that these parties knew if, when, and where to take needed action. The working group shared responsibility for generating support for changes with the CSHP coalition, especially when legislative and regulatory initiatives were involved. Legislative and regulatory changes were adopted.

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STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 8: Legislation, regulations, policies, and procedures to enhance CSHP initiatives were prepared and adopted.**

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

***Recipients of federal funds are prohibited from using appropriated funds for lobbying Congress or any federal agency or indirect “grassroots” lobbying efforts designed to support or defeat legislation pending before state legislatures.*

8

PROCESS INDEX*

ELEMENT 8: LEGISLATION AND REGULATION	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. A combined EA/HA working group was established.	—	—	—	—
2. Needs assessment findings, conclusions, and recommendations related to legislation, regulations, policies, and procedures were reviewed for all four infrastructure supports and priorities for change were established.	—	—	—	—
3. Formal and informal procedures for influencing legislation, regulations, policies, and procedures were identified and documented.	—	—	—	—
4. Key stakeholders within and external to the government that could be affected by changes in legislation, regulations, policies, and procedures were identified and brought into the change process.	—	—	—	—
5. A cohesive action plan with short- and long-term objectives was prepared for the EA/HA working groups, other internal stakeholders, and external stakeholders.	—	—	—	—
6. The action plan was coordinated with the communication and marketing campaign, as needed.	—	—	—	—
7. The action plan was reviewed, approved, and implemented.	—	—	—	—
8. A monitoring system was established to track the status of proposed new or revised legislation, regulations, policies, and procedures.	—	—	—	—
9. Periodic status reports were prepared and circulated.	—	—	—	—
TOTAL SCORE	—	—	—	—

* The process index is completed at the end of each six-month assessment period.

ASSESSMENT PERIOD#No. 2 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 3 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 4 FROM ____ TO ____, 19____			
Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place
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STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor a) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Availability of staff time
- b. Level of effort required
- c. State regulations and guidelines governing employees' participation
- d. Capacity for conducting fast, broad-based communication
- e. Level of expertise in analysis of legislation and the legislative process
- f. Extent of ability to attend legislative hearings and sessions
- g. Number of opportunities to present information to legislators and other elected and appointed officials
- h. Capacity of coalition to participate in the process
- i. Level of influence of the coalition and/or coalition members with decision makers
- j. Capacity to disseminate information to other interested staff within EAs and HAs

Additional factors:

- k. _____
- l. _____
- m. _____
- n. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 8? List them below and explain briefly why each factor was supportive.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 111.*

[illegible]

113

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

[illegible]

PROCESS ELEMENT 9: STAFF DEVELOPMENT

Training programs and professional development opportunities were provided for agency staff and community constituencies.

Ideally, all EA/HA CSHP* infrastructure staff have the necessary preparation and experience for handling the many issues and activities to be addressed in implementing CSHP infrastructure; if so, extensive training and staff development may not initially be needed. However, in the long term, staff development and professional growth opportunities become necessary. These opportunities allow staff to maintain and enhance their skills and develop skills in new and emerging areas, such as the use of technology for communication.

For staff assigned to programs directly related to the eight components of the CSHP, training programs and professional development opportunities may be needed to ensure that they understand how their program functions and how their activities contribute to the broader concept of the CSHP. These staff also may need training and professional development opportunities in areas such as needs assessments, long-term planning, and program evaluation. Furthermore, as alluded to in Process Element 6, members of a coalition may

need ongoing training concerned with CSHP infrastructure, coalition development, needs assessment, long-range planning, social marketing, and public policy development so that the coalition can function as an effective advocacy group.

Nine progress indicators are identified for Process Element 9. These progress indicators describe the broad steps taken to plan and provide staff training and professional development programs. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address actions to ensure that each progress indicator is ultimately achieved.

NOTE: Because of its importance, this process element is presented separately even though it may be included as an objective in the long-range plan described in Process Element 10.

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

PROGRESS INDICATORS*

Process Element 9: Training programs and professional development opportunities were provided for agency staff and community constituencies.

1. A working group for training and professional development was established.

A working group—consisting of EA/HA CSHP infrastructure staff, EA and HA specialists in staff training and professional development, and representatives from institutions of higher education who provide professional preparation programs—was established.

2. Training and professional development needs of staff and coalition members were determined and prioritized.

The working group reviewed results, conclusions, and recommendations from the needs assessment and information gathered from members of the CSHP coalition. Based on this review, the working group determined the extent and nature of training and professional development required to prepare EA and HA staff and coalition members to implement CSHP infrastructure. The working group estimated the maximum number of individuals who could benefit from different types of

training and development programs, and prioritized training topics based on the number of people needing each type of training and the importance of each type of training to CSHP infrastructure development.

3. Multiple strategies for conducting training and professional development activities were identified.

The working group considered training and staff development materials, programs, courses, and formats (e.g., reading materials, computer tutorials, presentations, workshops, retreats, courses) in light of the amount of time people had to pursue training and professional development opportunities.

4. Financial and human resources needed to conduct training and professional development activities were determined and allocated.

CSHP infrastructure staff, the working group, or both determined availability of

** The extent to which each progress indicator applies to each EA and HA may vary.*

time, facilities, staff and consultants, and funding to conduct training programs. The infrastructure staff, the working group, or both planned a training and professional development program within the limits of available resources.

5. Training and professional development activities were arranged and a calendar was prepared, published, and distributed.

CSHP infrastructure staff arranged specific training and professional development programs as justified by the number of people needing such programs. CSHP infrastructure staff identified additional external sources of training (local, regional, state, and national) that could be attended by small groups. Both planned and external programs were compiled in a calendar covering multiple months and distributed to appropriate audiences.

6. Staff members and volunteers from the EA and HA, other agencies, and coalition member organizations were recruited to participate in training and professional development activities.

CSHP infrastructure staff, the working group, or both developed a systematic process to inform potential participants about how to access training and professional development activities and to encourage attendance. Incentives, such as continuing education credits, were provided. Substantial numbers of eligible individuals agreed to attend staff training and professional development programs.

7. Training and professional development activities were conducted and evaluated.

The training and professional development activities planned by EA/HA CSHP infrastructure staff and the CSHP coalition attracted enough participants to justify implementation. CSHP infrastructure staff, the working group, or both evaluated these programs to determine whether they met participants' needs and overall objectives of each program. CSHP infrastructure staff attended additional training and professional development activities sponsored by other agencies or organizations. People who attended external programs completed a brief evaluation form.

8. The impact of training and professional development activities was established and documented.

CSHP infrastructure staff, the working group, or both implemented strategies to determine whether the training and professional development program improved attendees' ability to perform functions related to CSHP infrastructure implementation, to effectively advocate for a CSHP, or both.

9. Additional training and professional development needs were identified.

The training and professional development needs of EA/HA CSHP infrastructure staff were formally identified at intervals. Additional training opportunities were provided as warranted.

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 9: Training programs and professional development opportunities were provided for agency staff and community constituencies.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

PROCESS INDEX*

ELEMENT 9: STAFF DEVELOPMENT	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. A working group for training and professional development was established.	___	___	___	___
2. Training and professional development needs of staff and coalition members were determined and prioritized.	___	___	___	___
3. Multiple strategies for conducting training and professional development activities were identified.	___	___	___	___
4. Financial and human resources needed to conduct training and professional development activities were determined and allocated.	___	___	___	___
5. Training and professional development activities were arranged and a calendar was prepared, published, and distributed.	___	___	___	___
6. Staff members and volunteers from the EA, HA, and other agencies, and coalition member organizations were recruited to participate in training and professional development activities.	___	___	___	___
7. Training and professional development activities were conducted and evaluated.	___	___	___	___
8. The impact of training and professional development activities was established and documented.	___	___	___	___
9. Additional training and professional development needs were identified.	___	___	___	___
TOTAL SCORE	___	___	___	___

* The process index is completed at the end of each six-month assessment period.

ASSESSMENT PERIOD#No. 2 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 3 FROM ____ TO ____, 19____				ASSESSMENT PERIOD#No. 4 FROM ____ TO ____, 19____			
Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place	Not Started	In Planning	In Progress	In Place
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STEP 2: ANALYSIS

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor a) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Availability of staff time
- b. Level of effort required
- c. Extent of previous experience in conducting staff development programs
- d. Extent of expertise on staff development available within the agencies
- e. Level of need for staff development programs
- f. Availability of external staff development programs
- g. Availability of consultants to conduct staff development
- h. Availability of dedicated funding for staff development
- i. Access to agencywide staff development programs
- j. Level of quality of required national-level training programs
- k. Capacity to establish internal programs for staff development
- l. Agency regulations regarding use of contractors

Additional factors:

- m. _____
- n. _____
- o. _____
- p. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 9? List them below and explain briefly why each factor was supportive.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 121.*

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 9? List them below and briefly explain why each factor was a barrier.

[illegible]

* In the blank, enter the letter or letters corresponding to factors listed on page 121.

STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.

PROCESS ELEMENT 10: LONG-RANGE PLAN

A long-range plan for infrastructure development, including a goal, objectives, program activities, time lines, and progress and impact measures, was devised and initiated.

Building an organizational CSHP* infrastructure requires substantial planning. The EA/HA CSHP infrastructure staff should work collaboratively to develop a multiyear plan focused on efforts to fully implement all four supports of the CSHP infrastructure (funding and authorization, personnel and organizational placement, resources, and communication) as they relate to the overall CSHP and to each of the eight CSHP components. The plan should give special attention to eliminating gaps and overlaps in infrastructure supports exposed through the needs assessment. Furthermore, the plan should include activities for EA/HA CSHP infrastructure staff, EA and HA staff that work directly in the eight CSHP component areas, the coalition, and staff from other government agencies, as needed.

As indicated in the definition of Process Element 1, an important task to complete under Process Element 10 is to create additional customized process indexes. Some of the process elements and attendant progress

indicators needed to monitor progress toward completion of the long-range plan may be similar or identical to those presented in this manual because they relate to similar program objectives and activities. Where objectives and activities in the long-range plan differ, new elements and progress indicators that correspond to these objectives and activities should be derived and compiled into process indexes. This will allow continued periodic assessment throughout implementation of the long-range plan.

Eleven progress indicators are identified for Process Element 10. These progress indicators describe the broad steps taken to develop and implement a long-range plan. In this section, respondents rate their level of success in completing each of the progress indicators. For progress indicators that are not complete, respondents identify barriers to overcome. Respondents then address strategies for overcoming identified barriers so that each progress indicator is ultimately achieved.

** The following acronyms are used in this booklet: CSHP, designating Coordinated School Health Program; EA, designating both state and local education agencies; and HA, designating both state and local health agencies.*

10

PROGRESS INDICATORS*

Process Element 10: A long-range plan for infrastructure development, including a goal, objectives, program activities, time lines, and progress and impact measures, was devised and initiated.

- 1. A process was established for developing a long-range plan for infrastructure maintenance.**

Key persons involved in preparing the long-range plan decided on a process for developing the plan—a plan to plan. The process included identification of participants, logistics, information resources, support resources, and planning procedures. A three-month time line for developing and finalizing this process was established and met.

- 2. A long-term goal, measurable objectives, and priorities were established in collaboration with major stakeholders.**

The planning group reviewed and used needs assessment results, conclusions, and recommendations, as appropriate, to establish a goal and measurable objectives for the long-term plan. The planning group prioritized objectives.

- 3. A CSHP working planning group was established.**

A planning group consisting of EA/HA CSHP staff, EA and HA planning experts,

members of the CSHP coalition, higher-level EA and HA officials, and representatives from other agencies was established to draft a long-range plan for CSHP infrastructure development.

- 4. A draft action plan was constructed around the goal and prioritized objectives.**

The planning group prepared a multiyear plan for CSHP infrastructure development that was based on needs assessment findings, conclusions, and recommendations, as well as on the goal and prioritized objectives. The planning group defined tasks and responsibilities, time lines, process and impact evaluation strategies, and evaluation criteria for each objective. Resources needed for implementation were projected. The plan, including resource projections, was compiled in a document that was subsequently published.

- 5. The draft plan was submitted to EA and HA staff for internal review.**

The draft plan, accompanied by a response form, was circulated among EA and HA

** The extent to which each progress indicator applies to each EA and HA may vary.*

staff for review. Comments on response forms were compiled and reviewed. The plan was revised as needed.

6. An opportunity was provided for external review and comment.

CSHP infrastructure staff circulated the draft plan, accompanied by a response form, among CSHP coalition members and other stakeholders for review. Comments on response forms were compiled and reviewed. CSHP infrastructure staff revised the plan as needed.

7. The plan was finalized and approved.

The EA and HA formally approved the plan, and the CSHP coalition endorsed it. A final version of the long-range plan for CSHP infrastructure development was published.

8. The plan was initiated.

CSHP infrastructure staff initiated the plan as written and assigned tasks, responsibilities, and time lines.

9. Process evaluation procedures were used to monitor implementation of the plan.

To track progress toward full implementation of the plan, CSHP infrastructure staff completed process indexes designed to

match planned objectives and activities at six-month intervals. CSHP infrastructure staff identified barriers and supports and proposed and approved action steps to overcome barriers. Activities occurred on schedule according to an implementation time line.

10. Full implementation was achieved.

All activities were completed and all objectives reached by the end of the projected time line.

11. An impact evaluation was completed.

In accordance with the evaluation plan (Process Element 5), CSHP infrastructure staff and an evaluator assessed impact measures to determine the extent to which they were achieved. Results of the impact evaluation were used to determine whether CSHP infrastructure had been institutionalized.

10

STEP 1: COMPLETING THE PROCESS INDEX*

Process Element 10: A long-range plan for infrastructure development, including a goal, objectives, program activities, time lines, and progress and impact measures, was devised and initiated.

Directions: Please use the response categories below to rate each progress indicator presented in the index on the next page. First read the definitions for each response category. Then select the most accurate response category for each progress indicator, taking into consideration quality and completeness. Refer to the descriptions of each progress indicator on the previous pages to better understand what is meant by quality and completeness.

- ✓ Mark the box under **NOT STARTED** if no activities have been initiated for accomplishing the progress indicator.
- ✓ Mark the box under **IN PLANNING** if you are developing a plan or are involved in other activities that contribute to completing the progress indicator (e.g., assessment, data collection, preplanning, organizing, marketing).

- ✓ Mark the box under **IN PROGRESS** if (1) you completed a plan and initiated some activities toward completing the progress indicator, or (2) you completed the progress indicator but it is no longer fully functional.
- ✓ Mark the box under **IN PLACE** if you completed the progress indicator and believe it is fully implemented and functioning well.

After you have completed the section for the assessment period, total the number of marks in each column and enter the total at the bottom of the page. Then proceed to Steps 2–4.

** Although the process index can be completed by one individual, a collaborative effort between the EA/HA CSHP directors and working group members will help forge stronger working partnerships.*

10

PROCESS INDEX*

ELEMENT 10: LONG-RANGE PLAN	ASSESSMENT PERIOD#No. 1 FROM ____ TO ____, 19____			
	Not Started	In Planning	In Progress	In Place
1. A process was established for developing a long-range plan for infrastructure maintenance.	___	___	___	___
2. A long-term goal, measurable objectives, and priorities were established in collaboration with major stakeholders.	___	___	___	___
3. A CSHP working planning group was established.	___	___	___	___
4. A draft action plan was constructed around the goal and prioritized objectives.	___	___	___	___
5. The draft plan was submitted to EA and HA staff for internal review.	___	___	___	___
6. An opportunity was provided for external review and comment.	___	___	___	___
7. The plan was finalized and approved.	___	___	___	___
8. The plan was initiated.	___	___	___	___
9. Process evaluation procedures were used to monitor implementation of the plan.	___	___	___	___
10. Full implementation was achieved.	___	___	___	___
11. An impact evaluation was completed.	___	___	___	___
TOTAL SCORE	___	___	___	___

* The process index is completed at the end of each six-month assessment period.

COORDINATED SCHOOL HEALTH PROGRAM

[illegible]

STEP 2: ANALYSIS

10

Step 2 entails an analysis of the process index totals you calculated for the assessment period. The purpose of this analysis is to (1) develop an appreciation for the reasons behind the totals, (2) increase understanding of the dynamics affecting implementation of progress indicators, (3) identify factors that support or impede implementation of progress indicators, and (4) devise strategies, as needed, to ensure that all progress indicators are eventually in place.

Questions 1 and 2 ask you to specify and explain factors that support or impede implementation of this process element in your particular agencies. Identifying such factors and explaining their effect on progress will pinpoint factors that could be exploited to ensure attainment of this and other process elements in the future and those that must be avoided or overcome to attain this and other process elements.

The following is a list of factors whose absence or presence could either support or impede progress. For example, high availability of staff time (factor a) could support implementation of this element; conversely, low availability could present a barrier. You may wish to add to this list, form your own list, or both.

- a. Availability of staff time
- b. Availability of planning expertise
- c. Quality of needs assessment report
- d. Level of organizational commitment
- e. Level of stakeholder participation
- f. Status of knowledge and understanding of CSHP
- g. Capacity for creating a vision
- h. Level of effort required
- i. Extent of conflict over roles and responsibilities
- j. Level of expertise in long-range planning
- k. Level of experience in long-range planning
- l. Capacity to develop high-quality objectives

Additional factors:

- m. _____
- n. _____
- o. _____
- p. _____

1. What key factors supported planning, initiation, and full development of progress indicators in Process Element 10? List them below and explain briefly why each factor was supportive.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 131.*

2. What key factors presented barriers to planning, initiation, and full development of progress indicators in Process Element 10? List them below and briefly explain why each factor was a barrier.

[illegible]

** In the blank, enter the letter or letters corresponding to factors listed on page 131.*

10

STEP 3: RECOMMENDED ACTION

Determine what further action is needed to ensure that all progress indicators are in place. This may entail collection of additional information, specification of actions needed to overcome barriers to implementation, or other factors that affect quality of implementation. Use additional pages as needed.

Progress indicator	Action needed to accomplish indicator	Responsible person/group	Completion date

STEP 4: TAKING ACTION

Initiate the actions identified in Step 3.